DOCUMENT RESUME

ED 468 020 EC 309 154

TITLE	Improved Graduate Program To Prepare Special Educators To Support Students with Emotional and Behavioral Disabilities in Regular Education Classrooms. Final Report. Grants for Pre-Service Personnel Training.
INSTITUTION	Vermont Univ., Burlington. Center on Disability and Community Inclusion.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	2001-00-00
NOTE	62p.; "Appendix C: Student Products" is not included in the ERIC version.
CONTRACT	H029G70231
PUB TYPE	Reports - Descriptive (141) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01/PC03 Plus Postage.
DESCRIPTORS	*Behavior Disorders; Behavior Modification; Course Content; Distance Education; Elementary Secondary Education; *Emotional Disturbances; *Graduate Study; Higher Education; Inclusive Schools; Inservice Teacher Education; *Interdisciplinary Approach; Practicums; Preservice Teacher Education; *Teacher Education Programs; Teamwork
IDENTIFIERS	*Positive Behavioral Support; University of Vermont

ABSTRACT

This report describes the activities and outcomes of a project designed to prepare educational specialists to serve students with serious emotional disturbance effectively within general education settings. The primary goal was to create a concentration within an existing special education graduate program that would train at least 10 students per year though coursework and supervised field practicums. Distance learning technologies were employed in order to increase availability of the program throughout the state. Students in the full degree program were trained in ten competency areas with a major emphasis on understanding and assessing emotional and behavioral disorders, implementing positive behavior supports and prevention strategies, family and interagency collaboration, and social, legal, and policy issues. In addition, many other students throughout the state accessed coursework or portions of the program through continuing education, thus expanding the project's scope. The needs of working professionals were accommodated by using a wide variety of formats for delivering the program. These included distance learning, traditional classroom instruction, small seminars, individualized field-based practicum supervision, weekend and evening classes, and extended credit options. Students were evaluated based on portfolios of products, courses, oral examinations, and interdisciplinary reviews of practicum activities. The appendixes, which comprise the majority of the document include the following: Advisory Council member list; Courses list; Student Products; and Evaluations. (CR)

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GRANTS FOR PRE-SERVICE PERSONNEL TRAINING

Improved Graduate Program to Prepare Special Educators to Support Students with Emotional and Behavioral Disabilities in Regular Education Classrooms

FINAL REPORT

Center on Disability and Community Inclusion

University of Vermont
101 Cherry Street, Ste 450
Burlington, VT 05401-4439

THE UNIVERSITY CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES EDUCATION, RESEARCH, AND SERVICE

EC 309154

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I. PROJECT SUMMARY

This project was designed to prepare educational specialists to effectively serve students with serious emotional disturbance within general education settings. The primary goal was to create a concentration within an existing special education graduate program that would train at least 10 graduate students per year through coursework and supervised field practicums. Distance Learning technology (Interactive Television and web-based applications) were employed in order to increase availability of the program throughout the state. Students in the full degree program were trained in ten competency areas with a major emphasis on understanding and assessing emotional and behavioral disorders, implementing positive behavior supports and prevention strategies, family and interagency collaboration, and social, legal and policy issues. In addition, many other students throughout the state accessed coursework or portions of the program through Continuing Education, thus expanding the project's scope. The needs of working professionals were accommodated by using a wide variety of formats for delivering the program. These included distance learning, traditional classroom instruction, small seminars, individualized field-based practicum supervision, weekend and evening classes, and extended credit options. Students were evaluated based on portfolios of products, courses, oral examinations and interdisciplinary reviews of practicum activities. Program evaluation consisted of assessment of instructors, coursework, technology, and program components. Graduates, many of whom were supported through financial assistance from the grant, have reported a consistently high rate of

employment within the field of special education serving students with emotional and behavioral disabilities.

II. PROJECT ACCOMPLISHMENTS

A. Project Advisory Council

An Advisory Council was established consisting of parents, educators, behavior specialists, early childhood specialists, school administrators, representatives from state and local agencies including education, mental health and social services, the Director of the Federation of Families for Childrens' Mental Health, university representatives (Education Department faculty, Dean of the College of Education and Social Services, Continuing Education staff), graduate students, and high school students (refer to Appendix A for Council membership for the three years of the grant cycle). Meetings were held on the following dates: May 20th, 1998, February 18th, 1999, October 5, 1999, and June 27th, 2000. The general format of these meetings was to provide an overview and update regarding the status of the program and then to solicit input regarding specific areas (i.e., how to expand the interdisciplinary nature of the program, the development of field based training experiences that specifically address the issue of diversity and high poverty schools, the provision and training in family-centered services). There was also an effort to generate ideas and resources for the sustainability of the program beyond the grant (see Appendix A for Advisory Council agendas).

B. Preparation of Students

Approximately 10 trainees were recruited each year of the 3 years to participate in the EBD Graduate Concentration. The majority of the students

were living in Vermont and were employed full-time in a school district. Students entering the program represented a range of disciplines, including regular education, special education, early childhood, guidance, mental health, social work, vocational training, and paraprofessionals.

Students enrolled in the EBD Concentration were able to pursue either their Masters of Education (M.Ed.), with an EBD specialization (33 credit hours) or a Certificate of Advanced Studies (CAS), with an EBD specialization (30 credit hours). The core courses (see Appendix B) in the EBD Concentration included: 1) EDSP 200: Collaborative Teaming with Family and Interagency Involvement for Students with EBD (3 credit hours); 2) EDSP 313: Individual, Classroom & School-wide Pro-social Strategies and Interventions (3 credit hours); 3) EDSP 380: Survey and Assessment of Emotional and Behavioral Disorders of Childhood and Adolescence (3 credit hours); 4) EDSP 386 (later became EDSP 295): Teaching Internship: Emotional and Behavioral Disorders (6 credit hrs); 5) EDSP 312 Advanced Behavior Principles (3 credit hours)); and 6) Curriculum and Technology in Special Education (3 credit hours). These courses were offered in the evenings and on-weekends to accommodate the needs of the trainees who were primarily employed full-time in school districts.

During the 3 years of this grant cycle, 30 students were enrolled in the EBD concentration. Of those, 13 students have completed the M.Ed./EBD concentration; 2 students have completed the requirements for a Certificate of Advanced Study (CAS) in the EBD Concentration; 7 students have completed the EBD Concentration, but are completing the remaining requirements for the M.Ed. or CAS degree; 3 students are completing the coursework for the EBD concentration; 1 student who was doing a joint degree with the Consulting

Teacher program has completed her Masters in Special Education, but dropped from the EBD concentration because of family health issues; and 4 other students have dropped from the EBD/Masters program (i.e., death of a student, death of a family member, significant health issues, and other personal reasons).

In addition, there were many continuing education students who took specific EBD courses, but did not enroll in the graduate program. The two core EBD courses that were open to non-program students were: EDSP 313: Schoolwide, Classroom, Individual Pro-social Interventions and EDSP 380: Survey and Assessment of Emotional and Behavioral Disorders of Childhood and Adolescence. These courses were offered through Distance Learning Interactive Television, and were thus, more accessible to a wider population. Over the three years, 54 graduate students took EDSP 313 and 60 students enrolled in EDSP 380. In addition, another 9 students enrolled in EDSP 313 when it was offered in the Spring of 2001 through funding from the Vermont State Department of Education.

TABLE 1

Student Employment Outcomes

Studt./ Gender	INITIAL EMPLOYMENT	CURRENT EMPLOYMENT	CURRENT SITE
AP (M)	Tutor	Special Ed/Behav Sp.	Elementary
AW (F)	Behav Sp.	Behav. Sp.	Elementary
TW (M)	Behav. Sp.	Assistant Principal	Middle/HS
DJ (F)	Paraprofessional	Special Ed/Behav. Sp.	Middle/HS
LZ (F)	Special Ed.	Deceased	N/A
LR (F)	Guidance	Guidance	Elementary
CW (F)	Guidance	Guidance	Elementary
KC (F)	Special Ed.	Special Ed./Behav Sp.	HS
GG (M)	Alt Ed. Program Teacher/ Counselor	Special Ed/Vocational Sp.	HS
LP (F)	Behav Sp.	Behav. Sp.	HS
MD (F)	Special Ed.	Special Ed/Behavior Program Coordinator.	HS
CL (M)	Special Ed.	Behav. Sp.	K-8
CD (F)	Special Ed.	Special Ed	Middle/HS
LS (F)	Mental Health Coun.	Integration Specialist	Res. Program Outreach
KR (F)	EEE Teacher	Special Ed/EEE Coordinator	EEE Program
AL (F)	Special Ed.	Special Ed/ Behav Sp.	K-8
MF (F)	Family Ser. Provider	School Social Worker	Elementary
JB (M)	Alt Ed Teacher	Behavior Sp.	Middle
HD (F)	Paraprofessional	Substitute Teacher	Middle
VG (F)	Special Ed.	Behavior Program Coordinator	Elementary
RS (M)	Planning Room Supervisor	Planning Room/504 Coordinator	Middle/HS
JE (F)	1:1 Teacher	Behavior Sp.	Elementary
HD (F)	Special Ed.	Special Ed.	HS
BF (F)	Paraprofessional	Teacher	Group Home
BO (F)	Head Start Coordinator.	State Monitor	State Dept of Education
GG (M)	Guidance	Special Ed/Resource Room Instructor	HS
EK (F)	Paraprofessional	Special Ed.	HS
JR (M)	Paraprofessional	English Teacher	Alternative School/ Middle/HS
KM (F)	Alternative HS/Teacher	Regular Ed Teacher	Alternative School/HS
ML (F)	Special Ed	Special Ed	HS

Key:

Special Ed.= Special Educator
Behav Sp= Behavior Specialist
Vocational Sp= Vocational Specialist
Alt Ed= Alternative Education
HS= High School
EEE= Early Essential Education

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Almost all of the students are currently employed by or provide consultation to regular education settings. The exceptions are: 1) two students who work at alternative schools for special education; 2) a student who teaches at an Easters Seals program for students with EBD; and 3) a student who consults for the Special Education Division of the Vermont State Department of Education. All of our students provide services and consultation primarily regarding students in special education.

C. On-Site Support and Technical Assistance to Schools

The map on the following page indicates the sites where students who were in the program completed their field based practicums. These schools were also the recipients of on-site support and technical assistance from project faculty. The majority of sites were located within 30 miles of Burlington, VT. However, a number of sites were spread throughout the state. In addition to these sites which cover a wide range of geographic, and economic areas of the state, a number of communities, represented by darker dots were locations of Distance Learning studios where students accessed the UVM coursework provided as part of this project. These communities included: Newport, St. Johnsbury in the Northeast, Rutland, Bennington, Brattleboro in the south, Montpelier, Waterbury in the Central Region, and Burlington in the Northwest region.

D. Evaluation

Evaluation of the program took place in a number of ways. All students completed the University of Vermont's Instructor Evaluation Surveys which

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include quantitative and qualitative measures of the instructors. All students who enrolled in courses that were taught through distance learning also completed an evaluation of the course content, delivery formats and technology. Additionally, students completed a graduate program evaluation at the time of graduating from UVM. In addition, an alumni survey is sent to graduates of the special education program, and many of these students took courses or majored in the EBD Concentration.

Students themselves are evaluated in three primary ways: course grades, an end of program portfolio an "external evaluation" which is a structured evaluation by a team of teachers, parents, students and administrators who were involved in the student's practicum experience. Samples of these products are included as an addendum to this final report (see Appendix C, examples of student products).

The number of students taking many of the core courses increased significantly over the three years of the program. In the Spring of 1998, the average course enrollment was approximately 10 students, but by the Spring of 01, average core course enrollment was approximately 18 students. Overall ratings of the courses within the EBD graduate concentration were positive. For a sample of the questions on the UVM Instructor's Course Evaluation Form and the Division of continuing Education Course Assessment please see Appendix D.

The following summarizes some of the major highlights from these course evaluations:

EDSP 313: Advanced Behavior Principles in Special Education: Prevention and Intervention Strategies:

Spring 1998 - UVM Instructor Evaluation

Clear objectives	5.00
Organization	4.88
Knowledge of Subject	4.88
Interest	5.00
Intellectual Stimulation	4.43
Assignments	5.00
Guiding Learning	4.75
Presentation	4.50
Fairness	4.88
Willingness to help	5.00
Attention to products	5.00
Overall	**4.88 (1=Low, 5=High)**

EDSP 313 Spring 1999 - Continuing Education/Distance Learning Evaluation (CE/DLN)

Discussions	1.91
Organization	1.27
Enthusiasm	1.27
Visual/graphics	1.18
Video	1.09
Role plays	1.64
Clear ideas	1.54
Supllmental Materials	1.27
In-class assistance	1.27
Outside availability	1.09
Overall Rating	**1.35 (1=High, 5=Low)**

EDSP 313 - Spring 2000 (CE/DLN Evaluation)

Organization	1.37
Enthusiasm	1.05
Visual/Graphics	1.47
Clear& Succinct	1.42
Knowledge	1.00
Student Learning	1.05
Instructor Availability	1.42
Overall Rating	**1.32 (1=High, 5=Low)**

The open ended responses indicated strengths of the EDSP 313 courses were: Practical applicability of subject matter, lively, interactive, wide range of content, strength-based, interesting topics, instructor knowledge, availability. Areas for improvement included: too much content to cover in short period of time, more flexibility needed in seating (especially for distance learning), technology sometimes interfered with class.

EDSP 380 - Survey and Assessment of Emotional and Behavioral Disorders of Childhood and Adolescence

EDSP 380 - Fall 1998 - UVM Instructor Evaluation

Objectives Clear	5.00
Organization	5.00
Knowledge	5.00
Interest	5.00
Intellectual	5.00
Assignments	5.00
Interest	4.83
Skill	4.92
Presentation	4.92
Fairness	5.00
Willingness to help	5.00
Attitude/attention	5.00
General Estimate	**5.00 (1=Low, 5=High)**

EDSP 380 - Fall 1999 (DLN Evaluation)

Organization	1.85
Enthusiasm	1.56
Visual/Graphics	1.78
Clear& Succinct	1.93
Knowledge	1.30
Student Learning	1.46
Instructor Availability	2.00
Supporting Materials	1.88
Overall Rating	**1.69 (1=High, 5=Low))**

EDSP 380 - Fall 2000 - (DLN Evaluation)

Organization	1.31
Enthusiasm	1.15
Visual/Graphics	1.54
Clear & Succinct	1.08
Knowledge	1.30
Student Learning	1.15
Instructor Availability	1.38
Supporting Materials	1.38
Overall Rating	**1.31(1=High, 5=Low)**

The open-ended questions and evaluation comments for EDSP 380 indicated strengths and areas for improvement. Strengths of the course included usefulness and relevance of information, case studies were meaningful, there was sufficient opportunity for practice, concise, organization of materials, excellent speakers, supportiveness and knowledge of instructor, high interest level. Areas for improvement included distance learning technology reducing spontaneity of instruction, need for more time, technology was not reliable for the distance learning portions, need for quicker feedback on assignments (related to distance learning).

Graduation Surveys for 1998 were returned by 12 students (out of 45) and 2 of these were enrolled in the Intensive Special Education Program, with 67% of the students working with students with EBD. The average score for all items was 4.4 out of a total of 5 which indicates students felt their program was valuable in preparing them well. During 1999, Graduation Surveys were completed by 28 students, 10 of whom were enrolled in the Intensive Special Education Program (EBD Concentration). The overall score for the Special Education Program was 4.7 out of a total of 5.0. These trends seem to indicate

that since the inclusion of the EBD Concentration overall program scores that were excellent, have improved slightly.

Strengths of the overall program (4.9 or better) were faculty's knowledge of the subject matter, faculty advising, up-to-date information. and coursework that is intellectually challenging and stimulating. The only item rated as below a 4.5 was that of the practicum experience (4.4) which, although, excellent, was still rated below coursework offered. In the open-ended comments, students frequently commented on the strengths as being ability to network with professors, using the coursework immediately in employment, flexibility of courses to meet student schedules, small class size, and the provision of financial support. Areas in which the program could be improved included the need for more coursework focusing on milder disabilities, more linkages with other disciplines, and a relatively heavy workload for working professionals.

III. SUPPLEMENTAL INFORMATION

No significant changes in projected activities or key personnel occurred during the three years of the grant. However, following the third year, the Vermont State Department of Education provided funding for the Spring semester to continue providing EDSP 313, EDSP 295, and EDSP 200.

APPENDIX A

Advisory Council

Advisory Council

Jill Tarule, Dean
UVM, College of Education & Social Svs
311 Waterman Building
Burlington VT 05405

Stephanie Auge, Spec. Ed. Coordinator
South Burlington High School
550 Dorset Street
South Burlington VT 05403

Jackie Rogers, Ph.D., Clinical & Children's Svcs. Dir.
Developmental Svs, Child & Family Svs
103 South Main Street
Waterbury VT 05671-1601

Charles Biss, Director
Developmental Mental Health
103 South Main Street
Waterbury VT 05676

Tom Walsh, Assist. Principal
BFA St. Albans
71 So. Main Street
St. Albans VT 05478

Richard Boltax, Special Education Consultant
DOE, Best Project
120 State Street
Montpelier VT 05620-2501

Michelle Jewett, Director of Special Programs
Franklin Northeast Supervisory Union
P.o. Box 130
Richford VT 05476

Sue Prager, District Director
Division of Social Svs
84 Exhange Street
Middlebury VT 05753

Jeff Place, Principal
Peoples Academy
RR 3 - Box 40
Morrisville VT 05661

Mary Lynn Riggs, Principal
St. Albans City School
29 Bellows Street
St. Albans Vt 05478

Dr. Charles Memusi Johnson, Safe Schools Coordinator
Civility vs Harassment Project
P.O. Box 232
Thetford VT 05074-0232

Karen Topper, Coordinator
Peer Support Network
103 South Main St, Wks. Bldg
Waterbury Vermont 05676

Ellen Morris
UVM, Continuing Education, Distance Learning
460 South Prospect Street
Burlington VT 05405

Justin Brown, Planning Room Coordinator
BFA St. Albans
71 So. Main Street
St. Albans VT 05478

Maureen Sullivan, Assist. Prof.
UVM,CDCI, Early Childhood
5 Burlington Sq., Suite 450
Burlington VT 05401-4439

Craig LaPine, Behavior Specialist
St. Albans City School
29 Bellows Street
St. Albans VT 05478

Renee Shippe, Parent
P.o. Box 1332
Morrisville VT 05661

Amy Biggie-Ward, Behavior Specialist
St. Albans Town Educational Center
169 So. Main Street
St. Albans VT 05478

Takiyah Shippe, Student
P.O. Box 1332
Morrisville Vt 05661

Edyie Hewitt, Executive Director
Vermont Federation of Families
P.O. Box 607
Montpelier VT 05601-0607

Michele Feiner, Coord. of Early Childhood Programs
Winooski School District
60 Normand Street
Winooski VT 05404

Dennis Kane, Director Fam. & Education Support Team
Vermont Department of Education
120 State Street
Montpelier VT 05620

Jodi Edick, Early Childhood Specialist
Enosburg High School
P.O. Box 417
Enosburg Falls VT 05450

Denise Joy, Behavior Specialist
U-32 High School
930 Gallison Hill Road
Montpelier VT 05602

Rich Reid, School Psychologist
So. Burlington School District
500 Dorset Street
So. Burlington VT 05403

Advisory Council Meeting

Training Personnel For The Education Of

Individuals With Disabilities

May 20, 1998

Agenda Topics:

The New Grant

Some Improvements

What do we want to Accomplish?

Small Group Questions and Answers

Discussion

Farewells

ADVISORY COUNCIL MEETING

Graduate Education Program
Concentration in Emotional & Behavioral Disabilities

February 18th
4-6pm
Waterman Bldg., UVM
Memorial Lounge

4:00-4:15	**Introductions**
4:15-4:25	**Overview of "New & Improved" Program**
4:25-4:40	**Overview of Revised Practicum Structure & Discussion**
4:40-4:55	**Open Discussion By Former And Current Students**
4:55-5:10	**Dinner Served**
5:10-5:45	**Sustainability of the Program** (small group discussion)
5:45-6:00	**Sharing of Ideas**

ADVISORY COUNCIL MEETING
Graduate Education Program
Concentration in Emotional & Behavioral Disabilities

Tuesday June 27th
4:30-6:30pm
Killington Grande Hotel
Killington, VT

4:30-4:45	**Introductions**
4:45-4:55	**History & Current Status of Program** *(Ruth)* *#Students, graduates* *Grant status, reviews*
4:55-5:15	**Overview of Proposed Program Expansions & Innovations**
5:15-5:30	**Dinner Served**
5:30-6:15	**Ideas for Continuation** *(Small Groups)* *Critical components* *Creative ideas for resources/collaboration*
6:15-6:30	**Sharing of Ideas**

APPENDIX B

Courses

EDSP 200
Spring 1999
Saturdays, 8:30 -12:30
443 Waterman Building, UVM

Collaborative Teaming With Family and Interagency Involvement For Students With Emotional and Behavioral Disabilities

Instructors: Ruth Walker Hamilton, Ph.D.

Address: 499C Waterman Building
Burlington, Vermont 05405

Work Tel.	(802) 656-1131	Home Tel.	(802) 253-4654
Work FAX	(802) 656-1357	Home FAX	(802) 253-9482
e-mail	rihamilt@zoo.uvm.edu	Pager (M-F)	742-7013

This course prepares students to develop a collaborative teaming process with state and local agencies, schools and families. Students will identify available mental health and social service resources within their community, as well as familiarity with successful models of crisis intervention and emergency services, family support, social policy and transition planning. Students will facilitate a team of parents and professionals from their participating school and community in designing an individualized, coordinated educational and service plan for at least one child with EBD for the following academic year. An institute with practicum site or other district school teams, which is facilitated by the student, will occur in either mid July or October of 99. This course lays the foundation for each student's practicum experiences.

Learning Objectives

1. Awareness of state and local initiatives and resources to support development of interagency plans for children, youth and families;

2. Develop competency in establishing individualized coordinated service plans for children, youth and families;

3. Develop collaborative teaming skills as applied to interagency teams, schools and families;

4. Develop an understanding of social policy, state initiatives, ethical issues involved with interagency, school and family collaboration;

5. Develop competency in completing a functional assessment for students;

6. Develop understanding for how to develop a behavior plan that focuses on prevention, teaching and response strategies;

7. Develop competency in using the internet to locate potential agency and community resources at the local and state level; and

8. Awareness of continuum of services and supports outside of the typical school setting.

9. Develop competency in providing inservice/ workshop experience for school and other agency staff.

10. Develop competency in teaching adult learners.

Course Requirements

1. Complete **readings**

2. **Attendance** at Saturday class sessions

3. **Participation** in class discussions and activities

4. Set up a **personal account** for e-mail and internet access

5. Completion of an **Interagency Resource Guide** for your region of the state

6. Completion of a **Functional Assessment** for one child who has or is at risk of an emotional and behavioral disability.

7. **Form** an **individual student support team** for one child who has or is at risk of a emotional and behavioral disability, and **provide** a **mini-institute** for your sending school for school staff, family members and other agency professionals who are involved with that child.

   Or, **facilitate** an individual student support team from another school district at a mini-institute.

8. **Shadow experience** with child-adolescent case worker at local **mental health** and **social services** agency (1/2 day at each). Attend **LIT Meeting** for your region of state.

9. Conduct 3 peer meetings, completing Team Meeting Agenda Formats.

Class Sessions

May 8, Introduction & Forming peer work groups
Use of internet to develop Resource Guide
Questions with current graduates

Readings & Assignment: (due May 15, 1999)

Hamilton et al. (1995). Prevention, Teaching, Responding, 1-

Ruef, M., & Higgins, C. (1999). Look it up on the Web: Practical behavioral support information, March/April, 32-34.

O'Rourke, S., Knoster, T., & Llewellyn, G. (1999). Screening for understanding: An initial line of inquiry for school-based settings. Journal of Positive Behavior Interventions, 1, Winter, 35-42.

Topper et al. (1994). A Positive Approach to Understanding and Addressing Challenging Behaviors, 1 – 37.

Thousand, J., Villa, R., & Nevin, A. (1994). Creativity and Collaborative Learning, Chapter 6, 79-101.

Conduct first peer meeting (Agenda Format #1)
Set up personal account for internet access & e-mail address.

May 15, Family Collaboration (guest speaker: Julie Richards)
Introduction to Functional Assessment

Readings & Assignment: (due May 22, 1999)

Hamilton et al. (1995).

Topper et al. (1994), 39-56.

A User's Guide To Vermont System of Care: For Children and Adolescents With a Severe Emotional Disturbance and Their Families, January 1995, 1-9.

Conduct peer meeting (Agenda Format #2)

May 22, Social and Rehabilitation Services(guest speaker: Sue Praeger)
Functional Assessment (continued)

Reading & Assignments: (due June 5, 1999)

Hamilton et al. (1995).
Topper et al. (1994), 57-70.
Conduct peer meeting (Agenda Format #3)
Shadow SRS child/adolescent caseworker for 1/2 day.

May 29, no class

June 5 Mental Health Services (guest speaker: Brenda Bean)

Readings & Assignment: (due June 12, 1999)

Eaton, G. (1992). Act 230: Cost containment, deregulation, and the reform of special education in Vermont, Vermont Law Review, 17(165),195-234.
Hamilton et al. (1995).
State of Vermont. (1989; 1995) Act 230/ 157,197-210.
State of Vermont. (1997) Act 60, Legislative Council Summary, 5-6.
Shadow child-adolescent caseworker at community mental health agency.
Topper et al. (1994), 71-79.

June 12, School Services (guest speaker: Michelle Jewett)
Developing a Behavior Support Plan : Prevention Strategies

Readings & Assignments: (due June 19, 1999)

Hamilton et al. (1995).

Topper et al. (1994), 81-89 .

Research Connections in Special Education (1999) No. 4, Winter, 2-8.

Skiba, R., Waldron, N., Bahamonde, C. & Michalek, D. (1998). Appendix: Functional Assessment Summary and Behavior Plan. National Association of School Psychologists.

Writer, Jan (1999). A functional approach to the design of proactive interventions for students with challenging behavior. 1999 Pacific Rim Conference, Honolulu, Hawaii.

June 19, Developing a Behavior Support Plan: Teaching Strategies
(Ruth Hamilton)

Readings & Assignment: (due June 26, 1999)

Hamilton et al. (1995).

Topper et al. (1994), 91-103.

State of Vermont (1987). Act 264, Part 3. Programs and Services for Children and Youth, Chapter 43. Children and Adolescents with Severe Emotional Disturbance, 382-386.

Assorted Act 264 materials for coordinated service plan

June 26, Establishing an individualized coordinated service plan (guest speaker: Steve Broer)

Readings & Assignment: (due mid July or early October)

Attend LIT meeting in your region of state.
Individual Support Team manual
Preparation for mini-institute/ read trainer's manual
Fall '99 (date to be set) - Mini-institute

EDSP 200
Spring 1999
Saturdays, 8:30 -12:30
443 Waterman Building, UVM

Collaborative Teaming With Family and Interagency Involvement For Students With Emotional and Behavioral Disabilities

Instructors: Ruth Walker Hamilton, Ph.D.

Address: 499C Waterman Building
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Work Tel.	(802) 656-1131	Home Tel.	(802) 253-4654
Work FAX	(802) 656-1357	Home FAX	(802) 253-9482
e-mail	rihamilt@zoo.uvm.edu	Pager (M-F)	742-7013

Course Assignments/ products	**100 Possible Pts**	**Your Pts.**
1. Complete **readings**		
2. **Attendance** at Saturday class sessions	1	_____
3. **Participation** in class discussions and activities	1	_____
4. Set up a **personal account** for e-mail and internet access	2	_____
5. Completion of an **Interagency Resource Guide** for your region of the state	20	_____
6. Completion of a **Functional Assessment** for one child who has or is at risk of an emotional and behavioral disability.	20	_____
7. **Form** an **individual student support team** for one child who has or is at risk of a emotional and behavioral disability, and **provide a mini-institute** for your sending school for school staff, family members and other agency professionals who are involved with that child. Or, **facilitate** an individual student support team from another school district at a mini-institute.	20	_____
8. **Shadow experience** with child-adolescent caseworker at local **mental health** and **social services** agency (1/2 day at each). Attend **LIT Meeting** for your region of state.	30	_____+_____+_____
9. Conduct **3** peer meetings, completing Team Meeting Agenda Formats.	6	_____+_____+_____

BEST COPY AVAILABLE

EDSP 380 SYLLABUS
Survey & Assessment Of Emotional & Behavioral Disorders Of Childhood & Adolescence
Fall 2000

Thursdays 4-7pm
August 31-Dec 7, 2000
VIT Sites: Burlington, Waterbury, Randolph, Bennington

Instructor: Julie Welkowitz, Ph.D.
End-Site Facilitator: Denise Joy, MA., R.N.
Office: CDCI, 5 Burlington Sq,, Ste. 450, University of Vermont, Burlington
Office Hours: Call for appointment (802-656-1130)
E-mail: jwelkowi@zoo.uvm.edu

CLASS SESSIONS

- **August 31:**
  Course Overview; What is EBD?; General Issues Re: Assessment (i.e., making a referral, types of assessment, multi-axial approach, developmental considerations)

  Due:
  Verify that you have registered for the course
  Readings: *What Is EBD? / Overview of Assessment / Making a Referral*

- **September 7:**
  Who Gets Identified for Special Education and Mental Health Services?: Social, Cultural, & Economic Factors Influencing Referral, Assessment and Classification; Family Involvement

  Due:
  Readings: *Socio-cultural Issues / Family Involvement*

- **September 14**
  Legal & Ethical Issues
  Guest Lecturer: Art Cernosia, Esq., Attorney/ Education Consultant

  Due:
  Readings: *Legal & Ethical Issues*

- **September 21:**
  Observation & Interviewing

  Due:
  Consent Form
  Readings: *Observation & Interviewing*

- **September 28:**
  Global Behavioral Checklists and Screening Tools; Issues of Interpretation; Integration of Information

  Due:
  3 Functional Observations and Summary
  Readings: *Global Behavioral Checklists/ Screening Tools/ Issues of Interpretation*

  October 5
  Overview and Assessment of Pervasive Developmental Disabilities
  Guest Lecturers:
  Patty Prelock, Ph.D., CCC-SLP, University of Vermont
  Parent Panel

  Due:
  Scenario #1: Score measures; summarize findings
  Readings: *Pervasive Developmental Disabilities*

- **October 12:**
  Assessment of Adaptive Behavior, Social Skills & Coping

  Due:
  Readings: *Adaptive Behavior, Social Skills & Coping*

- **October 19:**
  Overview and Assessment of Self-Concept, Depression & Suicide

  Due:
  Curriculum Assessment (optional; bonus points)
  Readings: *Depression*

- **October 26:**
  Overview and Assessment of Anxiety
  Guest Lecturer:
  Golda Ginsburg, Ph.D., Johns Hopkins University

  Due:
  Scenario #2: Score measures; summarize findings
  Readings: *Anxiety*

- **November 2:**
  Overview & Assessment of Eating Disorders
  Guest Lecturer:
  Jyoti Daniere, MA.C.P., Licensed Mental Health Counselor, Burlington Eating Disorders Center

Due:
Journal Entry: Internalizing Disorders (reactions to readings on depression, anxiety, eating disorders OR interviews with students re: body image concerns, dieting, perceptions/ fears of being overweight, & eating disorders)
Readings: *Eating Disorders*

- **November 9:**
Overview and Assessment of Oppositional and Violent Behavior

Due:
Scenario #3: Score measures/ summarize findings
Readings: *Oppositional Defiant Disorder; Conduct Disorder*

- **November 16**
Overview and Assessment of Attention Deficit Hyperactivity Disorder (ADHD)
Guest Lecturer: Rich Reid, M.Ed., C.A.S., School Psychologist

Due:
Journal Entry: Topic= Externalizing Disorders (reactions to readings on ODD, CD, ADHD)
Readings: *Attention Deficit Hyperactivity Disorder (ADHD)*

- **November 30:**
Overview & Assessment of Abuse & Neglect

Due:
Scenario #4; Score measures & summarize findings
Readings: *Abuse & Neglect*

- **December 7:**
Overview & Assessment of Substance Abuse; Course Evaluations
Guest Lecturer: Denise Joy, MA., R.N., Behavior Specialist, Montpelier Middle & High Schools
Due:
Readings: *Substance Abuse; Course Evaluations*

COURSE REQUIREMENTS:

	PTS	DUE
1. Complete **required readings** for each class session.		
2. **Attendance**: It is the expectation that you attend every class and please...be on time!		
3. **Consent Form**	5	Sept 21
4. **Assessments:**		
• Functional Observations (3) & Summary	15	Sept 28
• Scenario 1	20	Oct 5
•• Scenario 2	30	Oct 26
• Scenario 3	30	Nov 9
• Scenario 4	30	Nov 30
	Total= 125	
5. **Journal Entries (1-2 pages each):**		
• Internalizing Disorders	15	Nov 2
Externalizing Disorders	15	Nov 16
	Total=30	
6. **Interviews**	Total=40	***

Option 1: Presentation (30 mins)
OR
Option 2: Paper (3-5 pages)

***** Due on day of corresponding class topic.**

- Select a disorder of childhood or adolescence
- Identify a child or adolescent who experiences this disorder
- Get written parent/guardian consent to conduct interviews and share information with the class (no names used)
- Interview the child, parent/guardian, and teacher regarding their experience with this issue. Possible interview questions include:
  - *How did they know child had disorder?*
  - *What were the symptoms/ behaviors?*
  - *At what age was child identified as having the disorder?*
  - *How has it affected the family? The classroom?*

- *How has it affected their relationship with others?*
- *Socio-cultural issues?*
- *What's been most helpful?*
- *What hasn't been helpful?*
- *Suggestions for other educators?*

- Share findings with class or summarize findings and submit as a paper

TOTAL POSSIBLE POINTS= 200

BONUS POINTS

	PTS.	DUE
Curriculum Assessment	**5**	**Oct 19**

Grading System:

A+	194-200	C+	153-159	F	below 120
A	187-193	C	146-152		
A-	180-186	C-	140-145		
B+	173-179	D+	133-139		
B	166-172	D	126-132		
B-	160-165	D-	120-125		

COMMONLY ASKED QUESTIONS:

CANCELLATION POLICY

What if there's 3 feet of snow and I can't get out of my driveway?
OR
What if UVM closes down?
OR
What if there's a nuclear disaster?

If class needs to be canceled because of snow, natural disasters, illness of professor, or other unforeseen circumstances, you will be notified as soon as possible by Continuing Education. Please call Continuing Ed. if there is any question as to whether class will be held. Efforts will be made to schedule a make-up class within the week or on the following Saturday.

MISSED CLASSES

What if I can't get to class because.
...there was a crisis at school or my job.
...there's been a family emergency.
...I'm experiencing a "meltdown".
...the roads are closed.
...I'm sick.

The expectation is that everyone attend every class and please... be on time. However, on occasion, an emergency may arise that prevents you from making it to class. If this is the case, you are responsible for making up the work. Please get notes and materials from your classmates. Each class will be videotaped. Therefore, if you would like to view the videotape, you must make arrangements with the technician. Keep in mind however, that tapes are generally erased within one week of the class, so you need to act fast (or make arrangements in advance if possible).

LATE ASSIGNMENTS

What if I can't get my assignment in on time because
...my file disappeared off the computer.
....there was a crisis at work/home.
....it's in my nature to procrastinate.

Assignments are to be turned in (or post-marked) on the day they are due. It is very important to keep on top of things for this class because of the number of assignments, the group nature of assignments, and the fact that one assignment builds on the next. One point will be deducted for each week that an assignment is late. The exception is the presentation (or write-up) which must be ready on the day it is due or a grade of 0 will be received.

Learning Objectives:

1. An understanding of how psychological assessment relates to the special education comprehensive evaluation process.

2. An understanding of the different types of assessment processes.

3. An understanding of factors to consider when making a referral for psychological testing or assessment.

4. A basic understanding of the legal and ethical issues involved in assessment & determination of special education eligibility (i.e., consent & confidentiality, parental rights, due process, etc.)

5. An understanding of the importance and benefits of involving families in the assessment and planning process.

6. An understanding of basic psychometrics, the concept of broad and narrow band scales, and how to interpret behavioral measures.

7. An understanding of the socio-cultural influences and biases related to the assessment processes and classification systems for child and adolescent psychological disorders.

8. An understanding of how socio-cultural factors relate to the development of child and adolescent disorders.

9. A basic understanding and recognition of the clinical presentation of the most common psychological disorders of children and adolescents.

10. A more in-depth understanding of one disorder from the perspective of the child, the parent, and the teacher.

11. A knowledge of and ability to conduct several types of behavioral observations.

12. A knowledge of global behavioral measures and an ability to administer and score the Achenbach behavioral checklists (i.e., CBCL, TRF, YSR).

13. An understanding of some of the common assessment tools for specific emotional and behavioral disorders and an ability to administer and score them (i.e., Child Depression Inventory, Vineland Adaptive Behavior Scale, Social Skills Rating Scale, Conners).

14. An ability to integrate assessment information.

15. An ability to make informed decisions regarding special education eligibility based on assessment information.

TEXTS & MANUALS

Readings:

Student Guide: contains readings, handouts, and in-class activities (copies will be loaned out to groups for the semester)

Readings Supplement: contains additional readings and handouts (available through the UVM Bookstore)

▲ M. Breen & C. Fiedler, Eds.(1996). Behavioral Approach to Assessment of Youth with Emotional/Behavioral Disorders. Austin Texas: Pro-Ed. (available through the UVM Bookstore)

Assignments:

Assessment Supplement: contains materials for in-class and take home assignments (available through the UVM Bookstore)

Assessment Manuals:

Achenbach, T.M. & McConaughy, S.H. (1998). School-based Practitioners' Guide for the Child Behavior Checklist and Related Forms. Burlington, VT: University of Vermont Department of Psychiatry. (available through the UVM Bookstore or directly from UVM Dept of Psychiatry.)

Barkley, R. (1991). Attention-Deficit Hyperactivity Disorder. A Clinical Workbook. New York: Guilford Press. (available through the UVM Bookstore)

S.S. Sparrow and D.A. Balla. Eds (1985). Vineland Adaptive Behavior Scales - Classroom Edition Manual. Circle Pines MN: AGS. (copies will be loaned out to groups for the semeseter)

F.M. Gresham and S.N. Elliott, Eds (1990). Social Skills Rating System Manual. Circle Pines MN: AGS. (copies will be loaned out to groups for the semeseter)

Piers, E. (1996). Piers-Harris Children's Self Concept Scale. Los Angeles, CA: WPS. (one reference copy will be available at each site)

Kovacs, M. (1992). Children's Depression Inventory. New York: MHS. (one reference copy will be available at each site)

Reynolds, C & Richmond, B. (1985). Revised Children's Manifest Anxiety Scale. Los Angeles, CA: WPS. (one reference copy will be available at each site).

Conners, K. (1989). Manual for Conners Rating Scales. N.Towanda, NY: MHS. (one reference copy will be available at each site).

EDSP 313: Advanced Behavior Principles in Special Education: EBD

Individual, Classroom and School-Based

Prosocial Strategies and Interventions

Thursdays , 4:00 - 7:00 PM

Spring Semester, 2000

VIT Sites: Burlington, Montpelier, Brattleboro

VIT Studio: 400 Lafayette Building, UVM

Instructor: Linda Backus, PhD

Center on Disability and Community Inclusion

5 Burlington Square, Suite 450

656-4604; lbackus @ zoo.uvm.edu

http://bison.uvm.edu:8900/

Course description: This course is designed to give educators a broad understanding of methods and strategies being used in schools to prevent disruptive behavior and to increase the success rate for students with (or who are at-risk of) emotional/behavioral disorders. The first part of the course covers the theoretical frameworks which underlie prevention work for at-risk youth: resiliency, communication of behaviors, and the Circle of Courage. Educators will learn classroom and school-wide interventions to promote a sense of belonging, mastery, generosity and independence for at-risk youth.

The next part examines prosocial interventions for youth, such as social skills training, impulse control, anger management, conflict resolution and peer mediation. Included in this section is an overview of positive discipline models along with an in-depth discussion of the work of Alfie Kohn, critical of external control as a basis for discipline. The last section of the course includes information about humane and effective response strategies and strategies for specific disorders (ADHD, conduct disorder, etc.)

This course will emphasize both research and hands-on strategies which can be implemented in the classroom. Students will have an opportunity to try out strategies and share their experiences with the class. Guest speakers will share their skills and information with the group.

Course requirements:

Students are expected to attend class, participate in class discussions and presentations (including email or web based discussions), complete assigned readings, complete short bi-weekly homework

(trying out strategies) and conduct an in-depth positive behavior intervention/strategy and report on this during the class. The presentation and report should take advantage of current research on the topic. Extra credit is provided for use of web technologies (web pages), use of videos in the presentation. There will be a take-home final examination. Points and grades will be assigned as follows:

EDSP 313 Requirements (Continued)

Attendance/participation (14) includes web or journal entries	3pts each class	45
Strategies/interventions (homework assignments)	4@ 5 pts. each	20
Project and presentation	1 @ 20	20
Final examination	1 @ 15	15
		100

Grades:	90 - 100	A
	80- 89	B
	70- 79	C
	60- 69	D
	Below 60	F

Course sessions and topics:

January 20, 2000 **Framework for prevention and intervention:**

- Overview of Models - Resiliency and developmental assets, strength based approaches, the Circle of Courage, community building.
- Understanding the communication of behavior. Positive behavioral supports
- How to develop prevention, teaching and responding plans.
- Review of Distance Learning Resources and accessing the Web

January 27 **Classroom communities I**- Meeting students' basic psychological needs. Developing strong teacher/student and peer relationships. Creating a caring community and sense of **belonging;** Mentorship models.

February 3	**Classroom communities II** - Meeting student academic needs. Building a sense of **mastery**, capitalizing on intrinsic motivation (learning styles inventory, personal learning plans). Building a sense of **independence** - Providing for choice in the classroom, decision-making structures. Guest presenters: Students from People's Academy Mentor/Advisor program.
February 10	**Family and community relationships**; informal support systems; family involvement, family strengths. Sense of **generosity** - comunity service learning models. Guest presenter: Julie Richards, MSW.
February 17	**Building social skills into the curriculum,** Problem solving, teaching friendship skills, caring, communication, impulse control, anger management. Skillstreaming, Responsive Classroom model, Second Step Curriculum.
February 24	**Strategies to develop conflict resolution skills** - Peer to peer mediation programs, bully-proofing a school. Guest speaker: Madeline Nash, South Burlington Schools.
March 3	No class (Public School vacation)
March 9	**Overview of Discipline models** - internal vs. external control, developing norms and codes of conduct for the classroom community, Comparison of different models. Innovative ways to teach anger management.
March 16	**Discipline (continued)** Strategies from "Discipline with Dignity" preventing power struggles, when to intervene, Glasser's models.
March 23	**Discipline models (continued)** - "Cooperative Discipline" strategies for attention getting behavior, control and revenge behaviors; review and discussion of work by Alfie Kohn
March 30	**Effective response strategies**: Life-Space Crisis Intervention (LSI) Guest speaker(s) Ruth Hamilton, PhD from UVM and Michelle Jewett,

6. Students will learn strategies for promoting effective teacher/student relationships and peer/peer relationships in the classroom.
7. Students will learn ways to promote internal motivation in students and decrease reliance on external control and motivation.

8. Students will be able to identify the underlying beliefs, main principles and strategies used in three models of discipline: Discipline with Dignity, Cooperative Discipline, and Positive Classroom Discipline.
9. Students will be able to identify warning signs of suicide. Students will have a clear understanding of steps to take if they suspect a student is suicidal.

10. Students will be able to develop interventions which promote resiliency, mastery, independence, belonging and generosity.

11. Students will understand the primary components of solution-based brief therapy for use in classrooms.

12. Students will understand different approaches to challenging behaviors including Life Space Interviewing and Therapeutic Crisis Intervention.

13. Students will understand de-escalation strategies to diffuse potentially aggressive incidents.

14. Students will be aware of other resources available to them to intervene with potentially disruptive or aggressive students.

	MS, special education coordinator Franklin Northeast Supervisory Union.
April 6	**Response strategies:** Creative problem solving; Solution - Focused Brief Therapy (SFBT); Non violent crisis intervention. De-escalation. Guest presenter: Ron Rubin, Coordinator, Crisis Prevention and Management Project.
April 13	**Interventions for externalizing disorders:** ADHD, conduct disorder, oppositional defiant disorders. Guest speaker: Rich Reid, School Psychologist (South Burlington School District).
April 20	**Suicide prevention/ substance abuse prevention and intervention** Guest Speaker: Bob Radler, First Call, Howard Community Services & Baird Center and Student Assistance Programs (Guest presenter, Debby Haskins).
April 27	No class (Public School vacation)
May 4	Final presentation of projects Final Examination

Learning Objectives:

1. Students will become familiar with proactive, preventative classroom management strategies to minimize disruptions and maximize learning and success for all students.

2. Students will be able to design, implement and monitor the effectiveness of various classroom management strategies and affective curricula.

3. Students will be able to demonstrate and model various classroom management strategies which are effective in reducing disruptive behavior.

4. Students will have an understanding of various theoretical frameworks for positive classroom management consistent with the work of Brendtro, Glasser, Curwin, Mendler, Dreikurs and Kohn.

5. Students will be knowledgeable about the basic components of the Responsive Classroom Model, Anger Replacement Training, Conflict Resolution Training and other models for classroom management.

READINGS

Texts:

Required:

Jones, V. & Jones, L. (1998). Comprehensive Classroom Management: Creating Communities of Support and Solving Problems (Fifth Edition), Boston: Allyn & Bacon.

Charles, C.M. (1999). Building Classroom Discipline (Sixth Edition). NY: Longman.

Kohn,A. (1995). Beyond Discipline: From Compliance to Community. Alexandria, VA: Association of Supervisions and Curriculum Development. (In book store)

Optional:

Grossman, H. (1995). Classroom Behavior in a Diverse Society (Second Edition). Mountainview CA: Mayfield Publishing Co.

Session #1 - Overview of course, children's psychological needs and communication of behavior, theoretical framework.

Text: Jones, V. & Jones, L. (1998). Chapter 1, Classroom Management in Perspective;
Chapter 2: Understanding Students' Basic Psychological Needs.

Brendtro, L. & Ness, A. (1995). Fixing flaws or building strengths? Reclaiming Children and Youth - Journal of Emotional and Behavioral Problems, 4 (2), 2-7.

Furst, D. & Daley, D. (1995). What's wrong or what's right? Strength-based solutions. Reclaiming Children and Youth - Journal of Emotional and Behavioral Problems, 4 (2), 25-27.

Sagor, R. (1996, September). Building resiliency in students. Educational Leadership, 38-43.

Topper, K., Williams, W., Leo, K., Hamilton, R. & Fox, T. (1994). A Positive Approach To Understanding And Addressing Challenging Behaviors: Supporting Educators And Families To Include Students With Emotional And Behavioral Difficulties In Regular Education. Burlington, VT: University Affiliated Program of Vermont. (Chapter 5 - Identifying Supports)

Session #2 -Importance of relationships in prevention (Belonging)

Text: Jones, V. & Jones, L. (1998). Establishing Positive Teacher-Student Relationships (Chapter 3); Creating Positive Peer Relationships (Chapter 4).

Brendtro, L. & Brokenleg, M. (1993). Beyond the Curriculum of Control. Journal of Emotional and Behavioral Problems, 1 (4), 5-11.

Varenhorst, B. (1992). Developing youth as resources to their peers. The Journal of Emotional and Behavioral Problems, 1 (3), 10-14.

Session #3-Enhancing students' motivation to learn: (mastery and independence)

Text: Jones & Jones (1998). Chapter 6. Enhancing student motivation to learn. pp. 177-234

Vermont Statewide Systems Change Project (1997). Personal Learning Plans for All Students. Burlington, VT: University Affiliated Program.

Session #4 - Importance of parents, families and community relationships

Text: Jones, V. & Jones, L. (1998). Chapter 5: Working with Parents

Davern, L. (1996). Listening to parents of children with disabilities. Educational Leadership, 53 (7), 61-63.

Fowler, R.C. & Corley, K.K. (1996) Linking families, building community. Educational Leadership, 53 (7), 24-26.

Salinas, K., Epstein, J.e. & Sanders, M. (1997). Starting Points: An Inventory of Present Practices of School-Family community Partnerships. In J.L. Epstein (Ed.). School, Family & Community Partnerships. Thousand Oaks, CA: Corwin Press.

Session #5 - Social skills, self-monitoring and anger management

Goldstein, A., & Glick, B. (1987). Trainer's Manual for Anger Control Training. In Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth (pp. 77-95) ILL: Research Press.

Gresham, F. (1995). Best practices in social skills training. Best Practices in School Psychology (chapter 86, pp.1021-1030). Washington, DC: National Association of School Psychologists.

Session #13 - Internalizing Disorders/ -Suicide Prevention

Miller, D. (1994). Suicidal behavior of adolescents with behavior disorders and their peers without disabilities. Behavior Disorders, 20 (1), 61-68.

Suicide Prevention in the Schools: Guidelines for Middle and High School Settings - Understanding the Myths and Risk Factors.

State of Vermont (1997). Preventing Teen Suicide: A report of the Governor's Task Force, March 1997. Montpelier, VT.

Session 14 - Complete readings by Kohn. .

Websites of Interest:

http://www.nncc.org/Guidance/guide.disc.page.html
http://www.cec.sped.org/bk/focus/specfoc.htm
http://www.pta.org/programs/sfgrdtoc.htm
http://www. taba.org/pulbications.htm
http://www. smhp.psych.ucla.edu/resource.htm
http://www. quasar.ualberta.ca/ddc/include/intro.htm#top
http://www. Web.ce.utk.edu/lre/index/htm
http://www. air~dc.org/cecp/cecp.htm
http://www. nichcy.org
http://www. para.unl.edu/ServedDocuments/TrainingIntro.html

Session #6 - Conflict resolution and peer mediation

Schrumpf, F., Crawford, D. & Usadel, H.C. (1991). Peer Mediation: Conflict Resolution in the Schools: Student Manual. Champaign, ILL: Research Press.

Garrity, C., Jens, K., Porter, W. Sager, N. & Short-Camilli, C. (1994). Bully-Proofing Your School: A Comprehensive Approach. (Chapter 5, pp. 110-197). Longmont, CO: Sopris West.

Session #7 - Discipline Models I

Bear, G. (1995). Best practices in school discipline (Chapter 39). In A. Thomas & J. Grimes, Eds. Best Practices in School Psychology III. Washington, DC: National Association of School Psychologists.

Farner, C. (1996, Spring). Proactive alternatives to school suspension. Reclaiming Children and Youth, 47-51.

Jones & Jones (1995). Classroom Management Skills That Increase Learning, Developing Productive Student Behavior by Teaching Rules and Procedures (Chapters 7 & 8).

Wager, B.R. (1993, December). No more suspension: Creating a shared ethical culture. Educational Leadership, 34-38.

Session # 8 Discipline models II

Charles, C.M. (1998). Building Classroom Discipline (Sixth Edition). NY: Longman. (Chapters 5, 6 & 11).

Session #9 Discipline models III

Charles, C.M. (1998). Building Classroom Discipline (Sixth Edition). NY: Longman. (Chapters 7 & 8).

Albert, L. (1989). A Teacher's Guide to Cooperative Discipline: How to manage your classroom and promote self-esteem. Circle Pines, MN: American Guidance Service. (Introduction and Appendices).

Jones & Jones (1995). Chapters 9 & 12: Responding to violations of rules and procedures and schoolwide management programs.

Kohn, A. (1995). Punishment Lite - Consequences and Pseudochoice (Chapter 4) and The Classroom as Community (Chapter 7). In Beyond Discipline: From Compliance to Community. Alexandria, VA: Association for Curriculum and Development.

Session #10- Response to behavioral crises - Life Space Intervention

Wood, M. & Long, N. (1991). A Guide to LSI Basics. (Chapter 5). in N.Long & M. Wood, Life Space Intervention: Talking with Children and Youth in Crisis. Austin, TX: Pro-Ed.

Wood, M. & Long, N. (1991). Crisis is a time for learning. (Chapter 1). in N.Long & M. Wood, Life Space Intervention: Talking with Children and Youth in Crisis. Austin, TX: Pro-Ed.

Session #11 - Response Strategies: "How to Talk" and Solution Focused-Brief Therapy

Text: Jones & Jones, Chapter 9.

Metcalf, L. (1995). Counseling Toward Solutions: A Practical Solution-Focused Program For Working With Students, Teachers And Parents. Englewood Cliffs, NJ: Center for Applied Research in Education. (Chapter 1).

Rubin, R. (1996). Behavioral Crises in schools: Some intervention strategies (Handout, UAP of Vermont).

Brendtro, L. & Long, N. (1995, February). Breaking the cycle of conflict. Educational Leadership, 52-56.

Watson, R. (1995, February). A guide to violence prevention. Educational Leadership, 57-59.

Session #12 - Prevention & interventions for externalizing disorders: ADHD and Conduct disorder

Abrams, B. & Segal, A. (1998). How to prevent aggressive behavior. Teaching Exceptional Children, 30 (4), 10-12.

Walker, H., Horner, R., Sugai, G., Bullis, M. Sprague, J., Bricker, D. & Kaufman, M. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. Journal Of Emotional And Behavioral Disorders, 4 (4), 194-209.

Walker, H. (1998). First steps to prevent antisocial behavior. Teaching Exceptional Children, 30 (4), 16-19.

Mayer, G.R. (1995). Preventing antisocial behavior in the schools. Journal of Applied Behavior Analysis, 28 (4), 467-478.

APPENDIX C

Student Products

APPENDIX D

Evaluations

INSTRUCTOR(S)/COURSE EVALUATION FORM

Directions to Students: For each item, mark the letter on the data sheet which seems to you the most appropriate for the course you are rating. The highest possible rating for an item is A. The lowest is E with 3 gradations between. **DO NOT WRITE ON THIS FORM.** Use the data sheet only . **DO NOT SIGN YOUR NAME TO THE DATA SHEET AND PLEASE RATE EACH ITEM HONESTLY.** Open-ended questions should be answered on the write-in areas 1, 2, 3, and 4.

1. Objectives Clarified by Instructor

A	B	C	D	E
Objectives Clearly defined		Objectives somewhat vague or indefinite		Objectives very vague or given no attention

2. Organization of Course

A	B	C	D	E
Course exceptionally well organized; subject agreement with course objectives		Course satisfactorily organized; subject matter fairly well united to objectives		Organization very poor; subject matter frequently unrelated to objectives

3. Knowledge of Subject

A	B	C	D	E
Is well informed; shows wide background		Background seems limited		Does not know material

4. Interest in Subject

A	B	C	D	E
Alert, interested, radiates natural enthusiasm		Mildly interested		Subject seems to bore the instructor

5. Intellectual Stimulation

A	B	C	D	E
Stimulates intellectual curiosity. Inspirational		Course is sometimes stimulating		Course is seldom stimulating

6. **Assignments**

A	B	C	D	E
Clear, reasonable, coordinated with class work		Occasionally indefinite		Confused, often made late, with no relation to the work

7. **Ability to Arouse Interest**

A	B	C	D	E
Interest among students usually runs high		Students seem only mildly interested		Majority of students inattentive most of the time

8. **Skill in Guiding the Learning Process**

A	B	C	D	E
Gives student opportunity to think and learn independently, critically, and creatively		Gives student some opportunity to develop his academic resources on his own initiative		Little or no attention to student ideas; ignores or discourages original and independent effort

9. **Presentation of Subject**

A	B	C	D	E
Understandable. interesting and effective		Fairly understandable and interesting		Is vague, involved and monotonous

10. **Fairness in Grading**

A	B	C	D	E
Fair and impartial; based on several evidences of achievement		Partial at times, grades based on a few evidences of achievement		Frequently shows partiality, grades based on very limited evidences of achievement

11. **Willingness to Help**

A	B	C	D	E
Instructor willing to help students		Instructor usually willing to help students		Instructor unwilling to help students

12. **Attitude Toward Students**

A	B	C	D	E
Shows a positive interest and ready friendliness toward the students		Usually courteous, friendly and agreeable		Frequently disagreeable and overbearing

13. **Personal Attention to Student Product**

A	B	C	D	E
Gives close personal attention to and recognition of students' product: examination, term paper, theme, notebook		Reads students' papers but does not comment generously or helpfully		Invariably pushes reading and judgments off onto reader or assistant; reads students' work superficially

14. **General Estimate of the Teacher**

A	B	C	D	E
Very superior teacher		Average teacher		Very poor teacher

15 **General Estimate of the Course**

A	B	C	D	E
One of the most interesting, informative, useful, personally helpful courses		About average in interest, usefulness, etc.		One of the least interesting useful, personally helpful courses

OPEN ENDED QUESTIONS

1. What to you were the most beneficial aspects of this course? PLEASE USE "WRITE -IN "AREA 1 ON DATA SHEET!

2. What aspects of the course do you feel should be improved upon or deleted? Please indicate reason for improvement or deletion. PLEASE USE "WRITE-IN" AREA 2 ON DATA SHEET!

3. Do you feel that additional activities should be added to the course? If so, please indicate these activities. PLEASE USE "WRITE-IN" AREA 3 ON DATA SHEET!

4. Would you recommend this course to other students? Why? PLEASE USE "WRITE-IN" AREA 4 ON DATA SHEET!

The Division of Continuing Education
Course Assessment – Spring 2000

The purpose of this evaluation form is to gather feedback about the instructor, course content, delivery methods, and your experience of these. This information will not only allow the instructor to modify and improve the course, but will be used as an assessment tool for promotion and faculty contract decisions at the university. These are important decisions, so please be honest and accurate in your ratings. Your insights are appreciated.

Please fill in the appropriate space on the scantron form for each item below using ONLY A NUMBER TWO PENCIL. Thank you.

1. I am taking this course:
   a) on-campus b) at a VIT site c) at a UVM Regional Center d) at a corporate site
   e) on-line

THE INSTRUCTOR:

	Strongly agree				Disagree
2. is organized and prepared for class	a	b	c	d	e
3. is enthusiastic about teaching	a	b	c	d	e
4. presents quality visuals/graphics	a	b	c	d	e
5. presents ideas clearly and succinctly	a	b	c	d	e
6. is knowledgeable about the material	a	b	c	d	e
7. is concerned about student learning	a	b	c	d	e
8. is available to students for individual consultation	a	b	c	d	e
9. effectively uses supplementary materials (e.g., student guides, handouts, videos)	a	b	c	d	e

10. My overall rating of this instructor is:

Excellent				Very Poor
a	b	c	d	e

THE COURSE

	Strongly agree				Disagree
11. Required readings in this course were relevant	a	b	c	d	e
12. Examinations in this course covered important topics and were fair	a	b	c	d	e
13. Required papers or projects contributed to my learning	a	b	c	d	e

14. My overall rating of this course is:

Excellent				Very Poor
a	b	c	d	e

15. Please rate the ease/difficulty of exchanging assignments and/or quizzes with your instructor.

Easy				Very Difficult
a	b	c	d	e

PLEASE RATE THE LEVEL OF STUDENT SUPPORT SERVICES YOU RECEIVED.

	Excellent				Very Poor
16. Technical support	a	b	c	d	e
17. Computer support	a	b	c	d	e
18. Advising	a	b	c	d	e
19. CATCARD	a	b	c	d	e

20. Please rate the ease or difficulty in accessing resources from the University Libraries e.g., ability to locate resources, use on-line databases, reserve readings, and obtain materials

Easy				Very Difficult
a	b	c	d	e

21. The time I spent driving to my course site was
a) under 20 minutes b) 20 – 45 minutes c) 45minutes – 1 hour d) over 1 hour
e) within walking distance

The following questions pertain to students enrolled in a distance learning course (on-campus site plus distant site).

Please rate the quality of the audio/visual signal.

	Excellent				Very Poor
22. Quality of audio signal	a	b	c	d	e
23. Quality of visual signal	a	b	c	d	e
24. Reliability of signal	a	b	c	d	e
25. Any problems were solved quickly	a	b	c	c	e

26. The likelihood of my taking another distance learning course is

Very likely				Not likely
a	b	c	d	e

27. What portion of tuition is being paid by an employer?
a) All b) Some c) None

28. I heard about this course through:
a) Focus Catalog
b) Focus Online
c) Faculty Advisor
d) Continuing Education Advisor
e) Advertisement

OR

29. a) Registrar's Online Course Schedule
b) Brochure or Flyer
c) Course Instructor
d) Friend
e) Other

30. Have you taken prior distance learning courses?
If yes, was it offered by UVM or another institution (please identify)?

AT GRADUATION SURVEY

1. Number surveyed Number of respondents Percent Responding
2. Percent of respondents from each area of emphasis.
   - Essential Early Education
   - Intensive Special Education
   - Consulting Teacher/Learning Specialist
3. Percent of respondents serving students at each chronological age level of service.
   - Birth to three
   - Preschool
   - Elementary
   - Middle school
   - Secondary
   - Post-Secondary
4. Percent of respondents serving students in by disability category.
   - Learning Impairment
   - Learning Disability
   - Speech & Language Impairment
   - Other
   - Emotional Disturbance
   - Multihandicap
   - High Risk

On the rating scale a 5 was high (excellent) and a 1 was low (not achieved).

Average Score

5. The program met its stated philosophy
6. Courses contained up to date information
7. Size of classes were conducive to learning
8. Format/structure of classes were conducive to learning
9. Courses prepared students to meet their professional objectives
10. Practicum/internship experiences prepared students for professional roles
11. Practicum/internship experiences complemented course work
12. Faculty were effective teachers
13. Faculty knew subject matter
14. Faculty were professional role models
15. Faculty were supportive of student development in and out of class
16. Faculty served as mentors
17. Faculty provided advising and assistance that was responsive to student personal and professional needs
18. Faculty provided advising and assistance that was responsive to student scholarly needs
19. Faculty met with students in a timely manner
20. Faculty encouraged students to bring diverse perspectives to discussions
21. Program encouraged students to support each others professional development
22. The program provided a sense of continuity and cohesiveness
23. There was a balance between structure and flexibility in the program
24. Program provided an atmosphere which supported student development
25. Program provided an appropriate breath of knowledge
26. Program provided an appropriate breath of technical skills
27. Program provided an appropriate breath of collaboration skills
28. Course requirements were relevant to the demands of the profession
29. Program course work was intellectually challenging and stimulating
30. Courses were scheduled to be readily accessible to students

COMMENTS

What were the major strengths of the program?

In what areas could the program be improved?

ALUMNI SURVEY FOR 19 TO 19 GRADUATES

1. Number surveyed Number of respondents Percent Responding
2. Percent of respondents from each area of emphasis.
   - Essential Early Education
   - Intensive Special Education
   - Consulting Teacher/Learning Specialist
3. Percent of respondents serving students at each chronological age level of service.
   - Birth to three
   - Preschool
   - Elementary
   - Middle school
   - Secondary
   - Post-Secondary
4. Percent of respondents serving students in by disability category.
   - Learning Impairment
   - Learning Disability
   - Speech & Language Impairment
   - Other
   - Emotional Disturbance
   - Multihandicap
   - High Risk

On the rating scale a 5 was high (excellent) and a 1 was low (not achieved).

Average Score

5. The program met its stated philosophy
6. Courses contained up to date information
7. Size of classes were conducive to learning
8. Format/structure of classes were conducive to learning
9. Courses prepared students to meet their professional objectives
10. Practicum/internship experiences prepared students for professional roles
11. Practicum/internship experiences complemented course work
12. Faculty were effective teachers
13. Faculty knew subject matter
14. Faculty were professional role models
15. Faculty were supportive of student development in and out of class
16. Faculty served as mentors
17. Faculty provided advising and assistance that was responsive to student personal and professional needs
18. Faculty provided advising and assistance that was responsive to student scholarly needs
19. Faculty met with students in a timely manner
20. Faculty encouraged students to bring diverse perspectives to discussions
21. Program encouraged students to support each others professional development
22. The program provided a sense of continuity and cohesiveness
23. There was a balance between structure and flexibility in the program
24. Program provided an atmosphere which supported student development
25. Program provided an appropriate breath of knowledge
26. Program provided an appropriate breath of technical skills
27. Program provided an appropriate breath of collaboration skills
28. Course requirements were relevant to the demands of the profession
29. Program course work was intellectually challenging and stimulating
30. Courses were scheduled to be readily accessible to students

COMMENTS

What were the major strengths of the program?

In what areas could the program be improved?

4. Results Of Exit Interviews of Graduates Or Dropouts

At graduation students complete a survey regarding the Special Education Program. At graduation surveys are summarized in Table 1. At the end of their programs students are also required to develop and reflect on a portfolio which represents their work (see Appendix C for a sample portfolio). Many students have written a personal statement which reflects on why they came into the program, what their major learnings were, and the strengths and weaknesses of the special education program. Sample personal statements are in Appendix D. It is difficult to summarize the information in the personal statements without losing the flavor of what the students said. Quotes from the personal statements are presented to illustrate what students say about the program.

"As I reflect on my experience I come to regard the time I have spent at the University of Vermont as the most directed and productive of my adult life. I have dreamed the distant and exalted goals that have extended me physically and emotionally. With the support and understanding of my graduate colleagues and the guidance of my teachers, I have made them real. In doing so I find I am not the same person I was when I began. The program has changed the way I see the world by giving me windows of insight into the dramatically different frames of reference of others."

"When I entered the graduate program last spring I stated my goal in these words; "I want to be part of the problem solving team which works to resolve the issues facing special education in the public sector. My plan is to work within a school system coordinating programs for children whose handicapping conditions demand multiple services. The graduate program will give me the tools to put to use all that I have learned." The graduate program gave me all that and more."

"As I look back on my year of graduate school and ask myself how it has influenced my goals I realize that my goals have not changed. The understanding and confidence in pursuing the goals has changed dramatically however."

"I found the faculty and staff involved in the graduate program to be very responsive to the input of students.....I appreciated that instructors used the various proven techniques of effective teaching in their courses. Most importantly, I felt very much that all the instructors cared very much about the work they do."

"I choose the program at UVM, because I knew the faculty supported the philosophy of inclusion I now fully embraced, and my district was striving to implement. The education program at UVM has met my needs very well."

"The greatest strength of the program is the commitment of the faculty to a common goal and philosophy of inclusion and the manner in which they model the elements of teaming and active learning in all of their associations with students and each other."

"The University of Vermont graduate program has provided me with as an education rich in experiences that can help me achieve my professional goals."

"The Intensive Special Education Program provided me with the skills and philosophical foundation I need in order to serve and teach all learners especially those with special needs."

"The course requirements for the program helped me to develop an understanding of a wide variety of Special Education theories and practices."

"I feel that my participation in the Intensive Special Education program has prepared me to become a positive, competent and skillful educator of children with special needs."

"For me, the program has given me a diversity of tools to work directly with learners, and to work with teams concerned with those individuals. Beyond this, it has given me a beginning look at ways, like creative problem-solving, of developing new tools for new circumstances."

"This program has also been empowering and given me confidence in myself both professionally and personally."

5. Alumni Surveys Or Feedback From Alumni

Alumni surveys are summarized in Table 2.

1999

Table 1

AT GRADUATION SURVEY

1. Number surveyed **28** Number of respondents **28** Percent Responding **100%**

2. Number of respondents from each area of emphasis.
   Essential Early Education **4** Intensive Special Education **10**
   Consulting Teacher/Learning Specialist **14**

3. Percent of respondents serving students at each chronological age level of service.
   Birth to three **11%** Elementary **46%** Secondary **29%**
   Preschool **11%** Middle school **39%** Post-Secondary

4. Percent of respondents serving students in by disability category.
   Learning Impairment **86%** Emotional Disturbance **86%**
   Learning Disability **93%** Multihandicap **61%**
   Speech/ Language Impairment **79%** High Risk **39%**

On the rating scale a 5 was high (excellent) and a 1 was low (not achieved).

		Average Score
5.	The program met its stated philosophy	4.8
6.	Courses contained up to date information	4.9
7.	Size of classes were conducive to learning	4.8
8.	Format/structure of classes were conducive to learning	4.8
9.	Courses prepared students to meet their professional objectives	4.8
10.	Practicum/internship experiences prepared students for professional roles	4.4
11.	Practicum/internship experiences complemented course work	4.8
12.	Faculty were effective teachers	4.7
13.	Faculty knew subject matter	4.9
14.	Faculty were professional role models	4.8
15.	Faculty were supportive of student development in and out of class	4.9
16.	Faculty served as mentors	4.9
17.	Faculty provided advising and assistance that was responsive to student personal and professional needs	4.7
18.	Faculty provided advising and assistance that was responsive to student scholarly needs	4.9
19.	Faculty met with students in a timely manner	4.8
20.	Faculty encouraged students to bring diverse perspectives to discussions	4.7
21.	Program encouraged students to support each others professional development	4.8
22.	The program provided a sense of continuity and cohesiveness	4.5
23.	There was a balance between structure and flexibility in the program	4.7

24.	Program provided an atmosphere which supported student development	4.8	
25.	Program provided an appropriate breath of knowledge	4.7	
26.	Program provided an appropriate breath of technical skills		4.7
27.	Program provided an appropriate breath of collaboration skills	4.7	
28.	Course requirements were relevant to the demands of the profession	4.7	
29.	Program course work was intellectually challenging and stimulating	4.8	
30.	Courses were scheduled to be readily accessible to students		4.6

COMMENTS

What were the major strengths of the program?

Opportunities for written reflection, to dialogue, and collaborate with peers; necessity to accept responsibility for time management; good mix of on and off campus classes.

Practicum, hands-on learning, excellent, knowledgeable, responsive, and professional teachers.

Broad field of knowledge covered well, flexible to student scheduling needs, worthwhile projects.

Program was directly relevant to the demands of the profession. Allowed me the opportunity to explore educational research and techniques most appropriate to my development as a professional.

Quality of course instruction, support, and assistance. Up-to-date information.

Ample opportunities to get support from instructors and other students - this created a strong educational environment.

The financial support and the ability to make connections with other professionals throughout the state and country.

The focus on collaborative teaming and the ability to network with professors and professionals.

The courses that allowed me to use the project or case study immediately in my employment.

The faculty is excellent - demanding yet flexible. I was always able to tailor requirements to my personal needs.

In what areas could the program be improved?

More practice in technical aspects of the job.

Must add assessment and moderate level disability courses.

Curriculum and tech course was an info overload that made discussion and assimilation difficult.

Some of the courses would benefit from follow-up at the graduate's work.

More link with speech and language and early ed students.

I would have liked more information about the site visit.

More flexibility of what can be taken for foundations courses; a course on issues relevant to your specific level of student would be helpful.

The program could have required students to do more independent research in combination with the practical and group work.

More communication and education of students about portfolios and licensure/endorsement procedures.

Urge students to contain the course to within 5 years; have a little more time spent on IEPs - use good actual IEPs to show.

The program needs to watch out for trimming too much out. I believe that 2 semesters of assessment and 1 class devoted to law are essential for preparing profesisonals.

Federal department of education could provide more consistent funding - program excellent.

More courses in Montpelier area; heavy load for working professionals, but very thorough.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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